



Woodruff Elementary

915 Cross Anchor Hwy
Woodruff, SC 29388

Grades	3-5 Elementary School	
Enrollment	670 Students	
Principal	Aaron Fulmer	864-476-3123
Superintendent	Dr. W. Rallie Liston	864-476-3186
Board Chair	Mr. Milton Smith	864-476-3186

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	Good
2006	Average	Below Average
2005	Average	Below Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

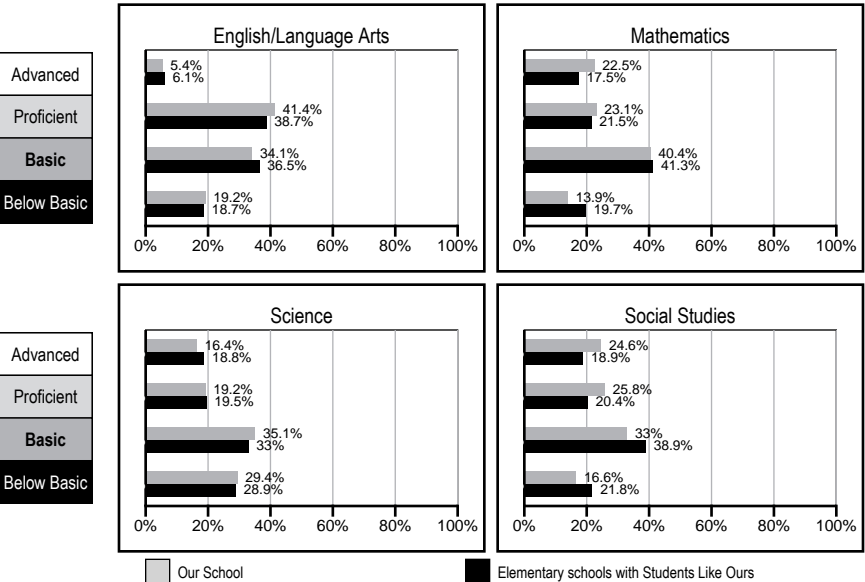
98.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	13	63	11	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=670)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.6%	Down from 2.3%	2.3%	2.3%
Attendance rate	96.3%	Down from 96.4%	96.3%	96.3%
Eligible for gifted and talented	10.0%	Up from 9.2%	12.3%	10.4%
With disabilities other than speech	8.3%	Down from 8.8%	8.0%	7.5%
Older than usual for grade	1.0%	Down from 2.1%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	59.0%	Up from 57.5%	56.0%	56.7%
Continuing contract teachers	89.7%	Up from 85.0%	79.1%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	95.6%	Up from 93.7%	87.8%	86.4%
Teacher attendance rate	94.9%	Down from 96.8%	95.1%	94.9%
Average teacher salary	\$48,818	Up 7.6%	\$45,039	\$45,345
Professional development days/teacher	12.0 days	Down from 12.9 days	12.0 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	20.4 to 1	Down from 20.8 to 1	18.9 to 1	18.5 to 1
Prime instructional time	90.8%	Down from 92.7%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,343	Up 2.1%	\$6,470	\$7,052
Percent of expenditures for instruction*	61.4%	Down from 61.7%	69.8%	69.1%
Percent of expenditures for teacher salaries*	58.2%	Up from 57.6%	65.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Woodruff Elementary School welcomes you.

The faculty and staff join me in thanking each parent and student for an outstanding 2007-2008 school year.

It is our vision, at WES, to establish and maintain a learning environment that is strong in discipline and academically rigorous while maintaining a nurturing and caring atmosphere for the individual student. At WES we are firmly committed to providing our students an educational foundation that will prepare them for life in a democratic society.

In order to maximize student learning, WES offers a wide array of educational opportunities encompassing both the arts and academics. WES provides additional after school instruction in both music and art to students who have a strong interest. Another way WES helps every student achieve to his or her potential is through the afterschool Focus Program. The Focus Program is a free enrichment program focusing on Math and Language Arts. Over 200 students faithfully participated in this academically rigorous program during the spring semester. This year, the state of South Carolina recognized the extraordinary efforts of Woodruff Elementary's students and faculty with the Palmetto Silver Award for achieving outstanding scores on the 2006-2007 PACT.

Woodruff Elementary School is a very special place to work and learn. The feeling of community and support that is so evident in the school flows from the greater Woodruff community. The families of our students, parents, and teachers live and work together, and as a result the home/school ties are strong. Woodruff Elementary School is grateful for the support it receives from the community.

Aaron D. Fulmer, Principal, Woodruff Elementary School

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	197	97
Percent satisfied with learning environment	95.1%	88.8%	93.7%
Percent satisfied with social and physical environment	100.0%	91.8%	93.8%
Percent satisfied with school-home relations	97.6%	91.8%	88.5%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
---------------------------------	----

This school met 18 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
---------------------------	--

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
--	--	--

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	655	99.9	19	34.1	41.4	5.4	57.9	49.7	48.2	Yes	Yes
Gender											
Male	348	100	26.2	34.5	36.9	2.4	49.7	41.7	41.7	N/A	N/A
Female	307	99.7	10.9	33.7	46.6	8.8	67.3	58	55	N/A	N/A
Racial/Ethnic Group											
White	504	99.8	15.4	33.9	44.4	6.4	61.4	52.8	60	Yes	Yes
African American	112	100	33	34.9	30.2	1.9	42.5	34.6	31.7	No	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	33	100	27.3	33.3	36.4	3	60.6	51.8	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	87	98.9	62.5	26.3	7.5	3.8	13.8	8.3	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	25	100	40	32	24	4	52	43.8	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	380	100	25.6	35.8	36.4	2.2	51.1	41	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	655	99.9	13.8	40.5	23.2	22.5	59.7	57.4	45.8	Yes	Yes
Gender											
Male	348	100	15.5	40.5	22.6	21.4	59.8	57.1	45.6	N/A	N/A
Female	307	99.7	11.9	40.5	23.8	23.8	59.5	57.7	45.9	N/A	N/A
Racial/Ethnic Group											
White	504	99.8	10.5	40.5	23.4	25.7	63.9	61.2	59	Yes	Yes
African American	112	100	26.4	42.5	21.7	9.4	43.4	39.4	26.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	33	100	24.2	27.3	27.3	21.2	51.5	58.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	87	98.9	51.3	32.5	12.5	3.8	22.5	14.3	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	25	100	32	28	24	16	44	50	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	380	100	18.6	44.4	20	16.9	51.4	48.1	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
--	----------------------------------	----------	---------------	---------	--------------	------------	--------------------------------------	--	-------------------------------------	---------------------------	-----------------------------

Science

All Students	440	99.8	29.2	35.2	19.2	16.4	35.6	36.4	35.7	96.3	95.4
Gender											
Male	236	99.6	31.7	32.6	16.7	18.9	35.7	38.7	37.4	96.4	95.3
Female	204	100	26.3	38.1	22.2	13.4	35.6	34	33.8	96.2	95.5
Racial/Ethnic Group											
White	336	100	23.2	35.9	21.7	19.2	40.9	40.4	49.2	96.2	95.2
African American	81	98.8	51.3	32.9	7.9	7.9	15.8	17.4	17	96.7	96.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	99.2	99.6
Hispanic	20	100	35	35	25	5	30	33.3	24.9	97	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	91.7
Disability Status											
Disabled	57	100	62.3	26.4	11.3	0	11.3	6.8	14	95.1	93.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	15	100	46.7	13.3	33.3	6.7	40	42.1	24.4	97.6	96.2
Socio-Economic Status											
Subsidized meals	261	99.6	34.8	37.3	17.2	10.7	27.9	26.9	21.1	95.6	94.4

Social Studies

All Students	440	99.6	16.2	33.2	25.9	24.7	50.6	37.7	34	96.3	95.4
Gender											
Male	242	99.2	16.7	32.9	24.4	26.1	50.4	40.5	36.6	96.4	95.3
Female	198	100	15.7	33.5	27.7	23	50.8	34.7	31.3	96.2	95.5
Racial/Ethnic Group											
White	340	100	14.8	30.4	27.4	27.4	54.8	40.9	44.5	96.2	95.2
African American	72	98.6	23.9	44.8	16.4	14.9	31.3	23.1	19.1	96.7	96.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	99.2	99.6
Hispanic	23	95.7	18.2	31.8	31.8	18.2	50	38.5	27.5	97	95.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	91.7
Disability Status											
Disabled	51	98	40.4	31.9	17	10.6	27.7	15.9	14.4	95.1	93.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	18	94.4	23.5	35.3	23.5	17.6	41.2	30.4	27.3	97.6	96.2
Socio-Economic Status											
Subsidized meals	252	99.2	20.9	38.5	22.2	18.4	40.6	29.5	21	95.6	94.4

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	234	100	15.7	32.7	44.4	7.2	51.6
	4	222	100	9.9	46.2	41.5	2.4	43.9
	5	226	100	25.2	47.7	25.2	1.8	27.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	216	100	19	25.4	45.4	10.2	55.6
	4	226	100	18.7	30.6	47	3.7	50.7
	5	213	99.5	19.4	46.6	31.6	2.4	34
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	234	100	17.5	43.5	22.9	16.1	39
	4	222	100	8	32.5	24.1	35.4	59.4
	5	226	100	14.2	36.2	28.4	21.1	49.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	216	100	20.5	48.8	18.5	12.2	30.7
	4	226	100	7.8	37	24.2	31.1	55.3
	5	213	99.5	13.6	35.9	26.7	23.8	50.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	119	100	25.7	32.7	29.2	12.4	41.6
	4	222	100	29.2	30.7	25.9	14.2	40.1
	5	114	100	38.5	33	18.3	10.1	28.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	109	100	27.2	35	23.3	14.6	37.9
	4	226	100	26.5	37.4	18.7	17.4	36.1
	5	105	99.1	37.4	30.3	16.2	16.2	32.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	115	100	9.1	36.4	32.7	21.8	54.5
	4	222	100	10.4	42.9	24.1	22.6	46.7
	5	112	100	30.3	38.5	18.3	12.8	31.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	107	99.1	15.8	32.7	33.7	17.8	51.5
	4	226	99.6	14.2	33	26.6	26.1	52.8
	5	107	100	20.8	34	17	28.3	45.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample